



KELLY MILL MIDDLE

1141 Kelly Mill Rd.
Blythewood, SC 29016

Grades	2-8 Middle School	
Enrollment	1,097 Students	
Principal	Dr. Michael M. Lemrow	803-691-7210
Superintendent	Dr. Katie Brochu	803-787-1910
Board Chair	Bill Flemming, Jr., D.M.D.	803-261-1992

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Good	Average
2008	Good	Below Average
2007	Average	Below Average
2006	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

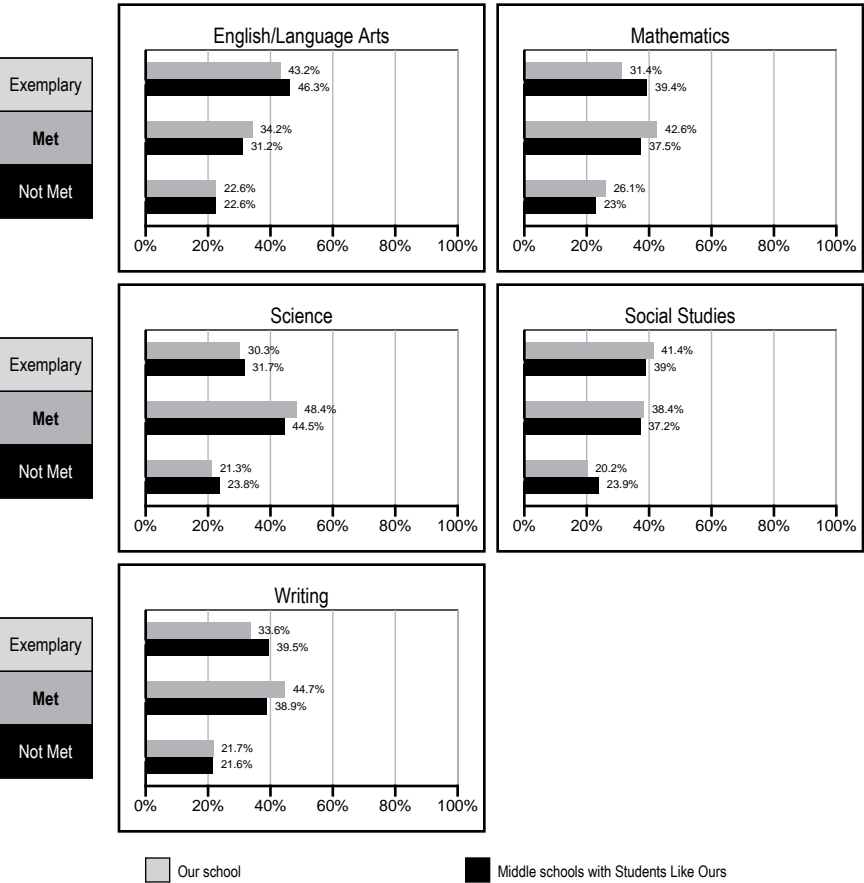
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 92.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	18	3	1	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	97.9%	98.3%
English 1	N/A	98.2%
Physical Science	N/A	73.8%
US History and the Constitution	N/A	100.0%
All Subjects	97.9%	97.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,097)				
Students enrolled in high school credit courses (grades 7 & 8)	28.1%	Down from 63.2%	37.9%	24.2%
Retention rate	0.8%	Down from 1.6%	0.6%	0.7%
Attendance rate	99.9%	No Change	96.6%	95.9%
Eligible for gifted and talented	6.9%	Down from 13.5%	26.2%	16.4%
With disabilities other than speech	11.7%	Down from 12.1%	10.5%	12.0%
Older than usual for grade	0.8%	Down from 0.9%	1.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 8.0%	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=81)				
Teachers with advanced degrees	56.8%	Up from 54.4%	58.2%	58.5%
Continuing contract teachers	60.5%	Up from 55.7%	83.2%	80.0%
Teachers with emergency or provisional certificates	8.8%	Down from 13.2%	2.4%	4.0%
Teachers returning from previous year	80.3%	Up from 74.1%	87.4%	84.6%
Teacher attendance rate	95.4%	Up from 94.7%	95.9%	95.4%
Average teacher salary*	\$47,678	Up 5.1%	\$48,169	\$46,561
Professional development days/teacher	6.5 days	Down from 6.8 days	8.6 days	10.2 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Down from 23.0 to 1	22.0 to 1	21.1 to 1
Prime instructional time	94.3%	Up from 93.5%	92.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	43.3%	Down from 84.8%	97.7%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,722	Up 5.0%	\$7,150	\$7,802
Percent of expenditures for instruction**	71.4%	Up from 70.6%	65.6%	63.8%
Percent of expenditures for teacher salaries**	65.6%	Up from 64.1%	63.2%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Kelly Mill Middle School, a Palmetto's Finest finalist, Red Carpet School, a National AVID Demonstration Site, and an Exemplary Writing school, has embraced the community and forged a bond based on commitment, interest, belief, and support. We are a school that uses current brain research to guide our teaching practice, our climate, and our culture. We provide an honors' program in all four core content areas - language arts/reading, math, science, and social studies. Our co-curricular activities support the total development of the student. Music students earn outstanding and superior ratings, and our art students garner awards. Our AVID Program (Achievement via Individual Determination) is the only National Demonstration Site in our state.

Student achievement, as measured by MAP testing, has been outstanding. Over eighty percent of our students met or exceeded their MAP goals. Our students excelled in the National History Day competition and the Science Fair advancing to regional and state levels. Kelly Mill Middle School has been designated as a Champions of the Environment school. We offer a Middle Matters Program for parents and the Opportunity Club as an after-school program to advance students' learning. We were selected by Ignite Magazine for our exemplary technology. We received recognition for our World War II Remembrance Project. We established Kelly Mill INC., a business economics magnet program. Kelly Mill INC., We Mean Business is a magnet school designed for the academically gifted student. It features an honors' curriculum, small classes, extended day once per month, and an extended year designated for meaningful field studies.

The Center for Achievement, located on the campus of Kelly Mill Middle School, was established August 2005. It is an elementary magnet school designed for students with learning differences. The center consists of grades 2nd through 5th. There are 16 students per class, with a highly qualified teacher and an instructional assistant in the classroom. The school uses the Schools Attuned Program to identify students' strengths and to provide strategies for their weaknesses. Their students have shown growth and success on the nationally normed test administered.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	76	246	66
Percent satisfied with learning environment	94.7%	72.4%	82.8%
Percent satisfied with social and physical environment	94.7%	77.1%	81.3%
Percent satisfied with school-home relations	93.3%	85.5%	81.3%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 22 out of 23 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	2.1%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.0%	0.0%	No
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	1083	99.9	23	35.8	41.1	86.2	85.9	83.5	Yes	Yes
Gender										
Male	577	99.8	27.4	36	36.6	83.5	82.7	80.1	N/A	N/A
Female	506	100	18.1	35.6	46.3	89.3	89.3	87	N/A	N/A
Racial/Ethnic Group										
White	303	99.7	12.2	31.8	55.9	94.1	94	89.6	Yes	Yes
African American	700	100	28	38.6	33.4	82.8	81.9	74.6	Yes	Yes
Asian/Pacific Islander	25	100	24	32	44	80	94	92.7	I/S	I/S
Hispanic	34	100	21.2	24.2	54.5	87.9	80.3	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	100	85.1	I/S	I/S
Disability Status										
Disabled	135	100	55.6	35.5	8.9	62.9	52.7	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	22.5	32.5	45	85	83.4	79	Yes	I/S
Socio-Economic Status										
Subsidized meals	403	99.8	32.6	41.3	26.1	78.8	78.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	1083	99.8	29.6	43	27.5	81.2	82.4	80.4	Yes	Yes
Gender										
Male	577	99.7	33.9	38	28.1	77.6	80	78.4	N/A	N/A
Female	506	100	24.6	48.6	26.7	85.3	84.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	303	99.3	18.2	36.5	45.3	89.5	93.2	87.8	Yes	Yes
African American	700	100	35.4	47.5	17.2	76.6	76.8	69.3	Yes	Yes
Asian/Pacific Islander	25	100	20	24	56	92	95.8	93.5	I/S	I/S
Hispanic	34	100	24.2	18.2	57.6	84.8	77.2	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	92.3	83.2	I/S	I/S
Disability Status										
Disabled	135	100	66.9	21.8	11.3	52.4	47.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	27.5	20	52.5	90	83.2	78.9	Yes	I/S
Socio-Economic Status										
Subsidized meals	403	99.5	37.6	46.3	16.1	73.8	73.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	738	99.6	23.6	48.1	28.3	76.4	72.1	67.3
Gender								
Male	397	99.8	25.3	42.7	32	74.7	70.9	66.9
Female	341	99.4	21.6	54.4	24.1	78.4	73.3	67.7
Racial/Ethnic Group								
White	216	99.5	13.2	42	44.9	86.8	89.6	79.6
African American	465	99.6	29	52.6	18.4	71	63.1	49.7
Asian/Pacific Islander	18	100	22.2	38.9	38.9	77.8	88.2	84.4
Hispanic	21	100	23.8	19	57.1	76.2	65.6	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	94	100	54.5	36.4	9.1	45.5	35	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	23	100	23.3	30	46.7	76.7	70.5	58.6
Socio-Economic Status								
Subsidized meals	278	99.6	34.9	49	16.1	65.1	58.6	55.4

Social Studies

All Students	741	99.3	20.9	40.3	38.8	79.1	77.1	70.9
Gender								
Male	392	99.5	25.1	37.6	37.3	74.9	75.3	70.1
Female	349	99.1	16.2	43.3	40.5	83.8	79.1	71.7
Racial/Ethnic Group								
White	205	100	14.5	35.2	50.3	85.5	88.6	79.2
African American	489	99	24.9	42.5	32.6	75.1	71.1	58.4
Asian/Pacific Islander	15	100	13.3	46.7	40	86.7	91	86.8
Hispanic	21	100	5	35	60	95	71.5	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	94	98.9	35.7	50	14.3	64.3	44.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	18	100	11.1	29.6	59.3	88.9	78.1	68
Socio-Economic Status								
Subsidized meals	280	99.3	29.7	46.1	24.2	70.3	66.2	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	1079	99.4	22.6	45.2	32.2	77.4	76.7	72.1	99.9	97
Gender										
Male	573	99.1	28.1	46.8	25.1	71.9	70.2	65.2	99.9	96.9
Female	506	99.6	16.4	43.5	40.1	83.6	83.4	79.2	99.9	97.1
Racial/Ethnic Group										
White	296	100	15	41.5	43.6	85	87.9	80.8	99.9	97.1
African American	701	99	26.3	48.1	25.6	73.7	71.3	59.7	99.9	96.9
Asian/Pacific Islander	26	100	15.4	30.8	53.8	84.6	89.8	87	99.8	97.9
Hispanic	35	100	14.7	41.2	44.1	85.3	66.4	64.6	99.9	96.3
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	100	73.4	99.9	96.5
Disability Status										
Disabled	133	99.3	52.4	39.5	8.1	47.6	32	27.7	99.9	96.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	96.4
English Proficiency										
Limited English Proficient	30	100	19.5	34.1	46.3	80.5	71.7	63.7	99.9	97.2
Socio-Economic Status										
Subsidized meals	408	98.8	31.3	46.8	21.9	68.7	65.8	61.9	99.9	96.3

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	28	100	7.4	33.3	59.3	92.6
	4	26	100	42.3	46.2	11.5	57.7
	5	16	100	40	40	20	60
	6	378	98.7	21.5	39.8	38.7	78.5
	7	313	99.7	18.9	35.4	45.7	81.1
	8	316	99.7	18.3	38.3	43.3	81.7
2010	3	19	100	27.8	55.6	16.7	72.2
	4	30	100	27.6	65.5	6.9	72.4
	5	23	100	36.4	50	13.6	63.6
	6	330	100	21.7	38.5	39.8	78.3
	7	368	99.7	20.5	30.3	49.1	79.5
	8	313	100	25.7	34.2	40.1	74.3
Mathematics							
2009	3	28	100	29.6	37	33.3	70.4
	4	26	100	N/AV	N/AV	N/AV	34.6
	5	16	100	40	53.3	6.7	60
	6	378	98.7	27.1	40.7	32.2	72.9
	7	313	99.7	26.1	45.7	28.2	73.9
	8	316	99.4	29.1	43.5	27.4	70.9
2010	3	19	100	61.1	27.8	11.1	38.9
	4	30	100	44.8	27.6	27.6	55.2
	5	23	100	50	40.9	9.1	50
	6	330	100	23.3	41.4	35.3	76.7
	7	368	99.7	32.7	40.2	27.2	67.3
	8	313	99.7	27.5	50.5	22	72.5
Science							
2009	3	14	100	42.9	50	7.1	57.1
	4	26	100	38.5	57.7	3.8	61.5
	5	8	I/S	I/S	I/S	I/S	I/S
	6	188	98.9	25.3	55.7	19	74.7
	7	313	99.7	16.7	53	30.2	83.3
	8	158	99.4	25.8	53.6	20.5	74.2
2010	3	10	I/S	I/S	I/S	I/S	I/S
	4	30	100	N/A	N/A	N/A	48.3
	5	11	100	I/S	I/S	I/S	I/S
	6	164	98.8	31.2	51.9	16.9	68.8
	7	367	100	18.5	52.3	29.2	81.5
	8	156	99.4	17.1	35.6	47.3	82.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	14	100	N/AV	N/AV	N/AV	100
	4	26	100	26.9	69.2	3.8	73.1
	5	8	I/S	I/S	I/S	I/S	I/S
	6	185	100	8.4	46.9	44.7	91.6
	7	313	99.7	26.7	30.6	42.7	73.3
	8	157	100	10.1	39.9	50	89.9
2010	3	9	I/S	I/S	I/S	I/S	I/S
	4	30	100	27.6	69	3.4	72.4
	5	12	100	25	66.7	8.3	75
	6	166	98.2	6.5	50.6	42.9	93.5
	7	367	100	23.7	30.9	45.4	76.3
	8	157	98.7	25.3	43.8	30.8	74.7
Writing							
2009	3	28	100	53.8	38.5	7.7	46.2
	4	26	100	N/AV	N/AV	N/AV	26.9
	5	16	100	N/AV	N/AV	N/AV	46.7
	6	376	98.4	26.8	40	33.2	73.2
	7	310	99	17	39	44	83
	8	317	99.4	19.6	44.5	35.9	80.4
2010	3	20	100	52.6	42.1	5.3	47.4
	4	30	100	37.9	55.2	6.9	62.1
	5	23	100	31.8	50	18.2	68.2
	6	330	99.1	20	40.3	39.7	80
	7	364	100	24.9	46.1	28.9	75.1
	8	312	98.7	18.3	48.3	33.4	81.7

Abbreviations for Missing Data

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